



Belonging • Experiences • Aspirations • Teamwork • Honesty

# Beath High School

## S4>S5 and S5>S6 Learner Pathways

### Health & Wellbeing

# 2020-21





## Introduction

S4 and S5 pupils are now considering their Learner Pathway as they move towards their S5/S6 at Beath High School. From the full range of courses on offer, pupils are required to choose five different subjects to study during third year. In addition, current S4 and S5 pupils will continue with their current NPA course as they move into S5 and S6 in 2020-21.

To ensure that learners have as much information and guidance as possible, and in addition to all of the general advice given in Personal and Social Education classes, we provide pupils with an individual interview with their Guidance teacher.

A significant amount of work has been done to review our curriculum offer to deliver our curriculum rationale:

***The Beath curriculum is designed to encourage the learning and development of all of our young people. Our curriculum allows learners to achieve their true potential through flexible pathways to success. Personalisation ensures that the needs of all learners are met. Our young people gain a portfolio of qualifications, experiences and skills from our curriculum. We utilise partnership working and we focus on improving attainment and achievement. Our learners are supported into a robust and sustained positive destination.***

If you have any further questions, please do not hesitate to make contact with the school.





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## HEALTH & WELLBEING FACULTY

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**Subject: Childcare & Development (Higher)**

**Entry Level:**

National 5 Early Learning & Childcare / N5 Early Learning & Childcare. Recommended level of English at least National 5 however Higher English would be hugely beneficial.

**Course Structure and Content:**

**The main aims of the course are to enable candidates to:**

- understand child development and the factors that influence it from pre-birth to 16
- understand theories of development and the way these are applied to working with children and young people
- develop awareness of initiatives and/or strategies used to inform current childhood practice
- develop awareness of current services for children and young people
- understand the role and responsibilities of professionals and others in contributing to the development of children and young people

**The course consists of three areas of study:**

**Child Development**

Candidates investigate child development from pre-birth to 16. They develop an understanding of the holistic needs of children and young people and explore how these needs interrelate. Candidates evaluate methods for assessing the development of children and they have the opportunity to identify and analyse factors that influence child development.

**Child development: Theory**

Candidates develop an understanding of theories of development and analyse these in relation to working with children and young people.

**Services for Children and Young People**

Candidates explore current services and the role of professionals and others working in partnership to support the development of children and young people. Candidates develop an understanding of the ways in which legislation influences professional working relationships. They also analyse initiatives and strategies used to inform current practice.

**Assessment:**

The course assessment consists of a question paper and a project.

**QUESTION PAPER**

The question paper gives candidates an opportunity to demonstrate application of the skills, knowledge and understanding specified in the 'Skills, knowledge and understanding for the course assessment' section within a childcare context.

The question paper has a total mark allocation of 40 marks. This is 30% of the overall marks for the course assessment.

**PROJECT**

Candidates investigate the needs of a chosen child or young person and the range of ways that professionals and other people can meet those needs. They choose from project briefs provided by SQA, respond to their chosen brief, and produce a report of their findings. The project has a total mark allocation of 90 marks. This is 70% of the overall marks for the course assessment.

**Please see Miss Haldane or Mrs Hunter for further information.**



**Entry Level:**

S3 Childcare  
No previous Childcare– by discussion

**Course Structure and Content:**

**Unit Assessment: Summary of Units**

**Child Development**

This Unit is designed to introduce candidates to aspects of child development and the key milestones of development for children aged 0–16 years.

Building on this knowledge they will, working as part of a group, investigate one aspect of child development in detail. They will present their findings and review and evaluate both the investigative process and the presentation.

**Working in Early Learning and Childcare**

This Unit allows the candidate to develop a basic understanding of different types of provision in the early learning and childcare sector and to describe how the sector supports children and families.

Candidates will discuss some of the main skills and qualities required to work with children aged 0–16 years.

**Play in Early Learning and Childcare**

This is an introductory Unit which allows candidates to develop a basic understanding of a variety of types of play and how play contributes to the development of the child. It should allow candidates to explore a variety of play types and describe a range of play experiences within each type of play. The candidates should demonstrate an understanding of the appropriateness and value of play opportunities for the development of children aged 0–16 years

**Care and Feeding**

This unit of work looks at the care and feeding needs of children aged 0-16 years. Specifically looking at needs of children, feeding patterns, weaning, safety, health and dietary needs.

**Assessment:**

To achieve the Course award the candidate must successfully pass all internal units.

**Assessment objectives**

Candidates must demonstrate an understanding of the following areas:

- ◆ the importance of child development
- ◆ the role of the adult in supporting the care, learning and development of the child
- ◆ the importance of play to the developing child
- ◆ the scope of the early learning and childcare sector
- ◆ the basic needs of children
- ◆ the roles of the employee and employer in relation to health and safety practice

**Please see Miss Haldane or Mrs Hunter for further information.**



**Subject: Health & Food Technology (National)**

**Entry Level:**

S3 Practical Cookery (with teacher discussion)  
Practical Cookery N5  
Practical Cake Craft N5

No previous HE courses – by discussion

**Course Structure and Content:**

The course at both levels consists of three areas of study, whereby knowledge development is then used in a range of practical activities.

**Food for Health**

Food choice in relation to nutrition and health

**Food Product Development**

Functional ingredients and their use in the development of new food products, in relation to meeting specific consumer needs.

**Contemporary Food Issues**

Researching and developing knowledge of technological developments within the food industry. Recognising the need for consumer protection and developing knowledge of consumer law. Experiencing a range of practical activities to heighten awareness of technological developments.

All of the knowledge and skills are combined together to conduct a product development assignment which is 50% of the final course award.

**Assessment:**

50% Product Development Assignment – product brief is given by SQA

Involves combining together unit knowledge, understanding and practical skills to:  
Plan, prepare and evaluate the chosen product.

50% Exam Paper

SQA exam paper which examines all of the knowledge & understanding within the course.

**Please see Miss Dandie for further information.**



**Entry Level:**

S3 Practical Cookery (with teacher discussion)

N5 Practical Cookery

No previous HE courses – by discussion

**Course Structure and Content:**

This course consists of:

**Cake Baking**

In this section, learners will be required to provide evidence of their ability to:

- produce a range of cakes and other baked items
- work safely and hygienically

**Cake Finishing**

In this section, learners will be required to provide evidence of their ability to:

- design cakes for a given specification
- develop specialised practical skills
- creatively apply finishing techniques to a range of cakes and other baked items
- work safely and hygienically

Pupils who study Practical Cake Craft will develop the following skills:

- Use and further develop knowledge and understanding skills
- Further develop practical and organisational skills – through food product development
- Hospitality skills
- Design skills
- Problem solving skills
- Researching skills
- Evaluating skills
- Enterprise, business development and product marketing skills
- Health and safety risk assessments
- Communication and presentation skills
- Skills for work
- Team working skills
- Furthermore, pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum.

**Assessment:**

All assessments are of the associated knowledge and advanced skills in delivery of cake craft techniques. As a result it is vital that pupils undertaking the course have very good attendance levels.

**Course assessment** is a theory exam, externally assessed by the SQA. (30 marks) and a design brief given from the SQA and completed over an extended period of time. This is a challenging, creative, design task, using prior knowledge, with the relevant skills and an evaluation exercise. (100 marks)

SQA Exam: In the main exam diet, a written paper (25 marks).

**Please see Miss Dandie for further information.**



**Subject: Practical Cookery (National 4/5)**

**Entry Level:**

S3 Practical Cookery  
No previous HE courses – by discussion

**Course Structure and Content:**

Both levels of the course consist of

- **Cookery Skills, Techniques and Processes**
- **Understanding and Using Ingredients**
- **Organisational Skills for Cooking**

**Purpose and aims of the course**

This course aims to further develop candidates' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the Hospitality context.

**This course enables candidates to:**

- Proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- Select and use ingredients to produce and garnish or decorate dishes
- Develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- Develop an understanding of current dietary advice relating to the use of ingredients
- Plan and produce meals and present them appropriately
- Work safely and hygienically

**Assessment:**

**National 4:**

Component 1 – Practical Activity and written task – 2 dish assessment  
Component 2 – Added Value Unit (2 dish assessment and booklet)

**National 5:**

Component 1 – Question Paper  
Component 2 – Assignment (Time plan, equipment list and service details)  
Component 3 – Practical Activity – 3 dish practical assessment

**See any member of the Home Economics Department**





**Subject: Physical Education (Higher)**

**Entry Level:**

A minimum 'B' pass in National 5 Physical Education and ideally ½ marks attained in the portfolio.  
If pupils have a National 5 English and or are sitting Higher English this would also be hugely beneficial.

**Course Structure and Content:**

The activities will vary, and pupils will usually undertake three different activities throughout the year which will consist of team games, individual activities and aesthetic activities.

There are no internal units for the Higher course.

Pupils opting for the course require a near 100% participation record. Pupils who do not participate in the lessons will be unable to fully appreciate the learning required to pass the examination.

Pupils who study Physical Education will develop the following skills:

- Demonstrate movement and performance skills safely in straightforward performance contexts.
- Demonstrate knowledge of methods to collect data and factors that impact on performance.
- Knowledge of approaches to enhance personal performance.
- Monitoring, recording and reflecting on performance development.
- Decision-making and problem-solving in straightforward performance contexts.
- Organisational skills in preparing for, and during, physical activities.

Furthermore, pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum.

**Assessment:**

Higher consists of two 'Single Performances' which are internally assessed and a written exam which is externally assessed by the SQA:

**Performance:** Pupils carry out two 'single performances' in their two strongest activities. (2 x 30 marks).

**Question Paper:** There will be an extended question paper (2 ½ hours)

Exam which is broken down into three sections (Factors Impacting Performance / Personal Development Process and a sporting scenario).

The exam is set by the SQA and marked externally. (50 marks)

**Please see your PE Teacher for further information**



**Entry Level:**

Good commitment and attainment in S3 Physical Education Elective.  
Sitting National 5 English would also be hugely beneficial.  
Pupils should have a near 100% kit and participation record in PE.

**Course Structure and Content:**

**National 4**

Includes practical experiential learning and classroom sessions.

Includes 2 mandatory Units: **Performance Skills** and **Factors Impacting Performance**

**Performance Skills Unit:** This is a practical performance unit. The pupils must demonstrate the ability to perform to the 'National Standard' in **two** activities. This unit is graded on a pass / fail basis.

The activities will vary according to pupils needs, during the year pupils will usually undertake three different activities consisting of team games, individual activities and aesthetic activities.

**Factors Impacting Performance Unit:** The Factors Impacting Performance unit is a written, project-based task. It allows the pupils to develop their performance by gathering data, identifying strengths and weaknesses and carrying out a development programme to improve an identified weakness. Pupils will then reanalyse their performance comparing the data to identify improvements in performance.

**National 5**

Includes practical experiential learning and classroom sessions.

The practical activities will vary according to pupils needs, during the year pupils will usually undertake three different activities consisting of team games, individual activities and aesthetic activities.

Pupils will learn how to:

- Demonstrate movement and performance skills safely in straightforward performance contexts.
- Demonstrate knowledge of factors that impact on performance.
- Knowledge of methods of data collection and approaches to enhance personal performance.
- Monitoring, recording and reflecting on performance development.
- Decision-making and problem-solving in straightforward performance contexts.
- Organisational skills in preparing for, and during, physical activities.

Furthermore, pupils will develop skills in Literacy, Numeracy and Health and Well-Being across the curriculum.

**Assessment:**

**Course Assessment – National 4**

The National 4 course assessment consists of an 'Added Value - Single Performance'.

This is internally assessed and is graded on a pass / fail basis.

Factors Impacting Performance: Pupils must complete a written, project-based task linked to their own performance development. Pupils must pass 6 / 8 outcomes.

**Course Assessment - National 5**

**Portfolio:** Pupils will undertake a portfolio based on improving one aspect of their performance by carrying out and recording the details of a development programme to be submitted to the SQA and marked externally. (60 marks)

**Single Performances:** Pupils carry out a 'single performance' in their strongest two activities. (30 marks each activity) these are internally assessed.

**Please see your PE Teacher for further information.**



**Subject: Sports Leadership with NPA in Sports Development**

**Entry Level:**

Have a good knowledge of a range of sports through their previous experiences in PE (ideally Elective or National PE but not essential for the right candidates).

Interested pupils should be willing to challenge themselves to go out with their comfort zone and develop their leadership skills through sport.

An excellent kit and participation record are essential for success, as is a positive attitude.

**Course Structure and Content:**

**Sports Leadership**

The course develops confident leaders through sport and physical activity.

Young people undertaking a qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people, their peers, older generations and within the community. Pupils also learn about competition formats and factors that impact on a healthy lifestyle. They will also complete a group task to plan, run and evaluate a sporting event at Beath or in the cluster primaries.

Skills that will be developed include:

- Decision making and problem solving in a variety of practical contexts.
- Communication
- Resilience when trying to overcome difficulties
- Coping with performing under pressure.
- Ability to plan, lead and evaluate practical sessions for a variety of age groups/abilities.

The course involves both guided & peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people.

We offer qualifications in Sports Leadership at level 4, 5 & 6 to ensure that learners have a structured leadership pathway that helps them develop along the way.

All sports leaders will be expected to complete a between 10- and 30-hours hours of leadership experience depending on the level of qualification.

Depending on the timetable constraints this leadership experience will be in one of our 6 cluster primary schools, in junior PE classes or within extra-curricular school clubs.

**Sports Development NPA**

This is a valuable additional opportunity delivered in conjunction with Fife College which will enhance the pupil's knowledge of both leadership and sports development. The work on the two courses complements each other with the addition of a small-scale research and sports development project. There are two units that must be completed and passed to gain the group award. These include:

- Activity and Participation Opportunities in the Community
- Investigate Activity Development Opportunities in an Organisation

This also carries 18 SCQF credit points and is recognised as the equivalent of a Higher, without the added pressure of another exam. The 18 SCQF points is in addition to the 7 points and volunteering hours they will achieve through the Sports Leaders UK Level 5 qualification. It will also enrol them as part time students of Fife College which will increase opportunities for future study there should they do well in the course.



Learners will be required to work collaboratively and independently whilst receiving guidance and direction from school and lecturing staff. Learners will need to be self-motivated as some of the work will need to be completed in their own time.

**Assessment:**

**Sports Leadership**

Assessment will be ongoing and a course award is achieved by passing all relevant outcomes. This includes completion of a Log Book which includes several lesson plans, evaluations, planning and the running / evaluation of an event.

Demonstration of effective leadership behaviours and completing the required number of leadership hours on your placement (minimum 10 hours).

Observation and assessment of leadership whilst on your placement.

**Sports Development**

The course will be assessed on an ongoing basis and is completed via a workbook and a small group development project.

There are two units that must be completed and passed to gain the group award. These include:

- Activity and Participation Opportunities in the Community
- Investigate Activity Development Opportunities in an Organisation.

**Please see Mrs Thomson (PE) for further information.**



**Subject: NPA Sport and Fitness – Level 5**

**Entry Level:**

It is anticipated that students will have studied sport / physical education at SCQF Level 4 / 5 at school.

Applicants should be engaged in regularly, structured sporting activity within a school or club setting.

Pass in National 4 English

An excellent kit and participation record are essential for success, as is a positive attitude.

**Course Structure and Content:**

**The National Progression Award in Sport and Fitness: Team or Individual Sport at SCQF Level 5** has the following aims and objectives.

- Develop the candidate's knowledge and understanding of current philosophies of sport and fitness and their implications on providing sport and fitness opportunities.
- Develop the candidate's knowledge and skills in planning, implementing, evaluating coaching in sport and recreation.
- Enhance the candidate's employment prospects by preparing the candidate for employment in the field of sport and fitness.
- Focus and develop an appropriate range of functional skills Sport and Fitness which reflect the ongoing changes within the industry.
- Develop options to meet the needs of the industry and allow the candidate to make informed choices regarding possible career paths.

The course is made up of 3 mandatory units totalling a credit value of 4 credits at SCQF Level 5 :

All students must complete **Sport & Fitness: Coaching Development** credit value 2 credits at SCQF Level 5.

This Unit is designed to develop the candidate's ability to assess and address the requirements of participants when planning sports coaching sessions. The candidate is required to develop this ability while considering legal obligations in terms of health and safety, data protection, and participant care.

In a sport of their choosing, they will carry out effective planning, delivery and evaluating of a series of progressive and linked sessions to meet the needs of the participants. This will involve understanding and applying risk assessments, needs analysis, coaching styles, effective communication, reflective practice and action planning.

**Assessment Outcomes**

- 1 Assess the requirements of participants for participation in sports coaching sessions.
- 2 Produce plans for a sequence of sports coaching sessions.
- 3 Prepare resources to ensure safe and effective participation in sports coaching sessions.
- 4 Prepare participants of the sports coaching session.
- 5 Deliver a planned sequence of sports coaching sessions designed to improve performance.
- 6 Evaluate the sports coaching sessions and contribute to recommendations for personnel improvement.

The NPA has two further units that are sport specific and must be completed to achieve the overall group award. See attached list of Team and Individual sports.

A single credit module in **Sporting Activity Participation & Performance** where the candidate will be given the opportunity to participate and perform in a series of sessions within the sporting activity. The candidate will also be given the opportunity to understand the required skill related techniques of the sporting activity and the importance of appropriate sporting behaviour and attire in enhancing sporting activity participation and performance. In addition to this, the candidate will also be given the opportunity to monitor and evaluate personal performance in the participated sporting activity and provide recommendations designed to enhance future personal performance in the sporting activity.



### **Assessment Outcomes**

- 1 Explain technical skills and the importance of appropriate behaviour and attire in enhancing sporting activity participation and performance.
- 2 Participate and perform in the sporting activity sessions.
- 3 Monitor and evaluate progress of personal performance in the sporting activity.

A single credit module in **Sports Officiating and Organising – Recreational Level** where the candidate will be able to organise and officiate in a sporting activity tournament in the context of recreational participation. This unit is designed to allow candidates to develop knowledge, understanding and practical ability of both officiating and organising sports related tournaments in the context of a single sporting activity at a less than formal level.

### **Assessment Outcomes**

- 1 Describe the fundamental controls and procedures in relation to the sporting activity.
- 2 Officiate in the sporting activity tournament at a recreational level with respect to fundamental controls and procedures.
- 3 Organise and run the sporting activity tournament at a recreational level.

An Example of the structure of an NPA for a student choosing football would therefore consist of 3 mandatory units:

Sport and Fitness: Coaching Development — (2.0)

Sports Officiating and Organising — Recreational: Association Football — (1.0)

Sporting Activity Participation and Performance: Association Football — (1.0)

This NPA is designed for those who are active in their sport. Candidates wishing to undertake this qualification should regularly participate in structured sport preferably training and competing in a team or individual sport. As much of the evidence is generated through a detailed, reflective logbook, weekly participation out-with school context of sport is essential.

Candidates will be encouraged to use participation and involvement in their club as a way of generating evidence and can form the context for coaching, organising events and officiating within their chosen sport.

### **Assessment:**

Logbook.

Practical Assessment of performance and also on delivery of Coaching sessions.

Internally assessed.

**Please see your PE Teacher for further information**

